Name: Rachel Fischhoff Grade: 5 Date: April 30, 2012

Intros—hook the reader

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| Lesson Sources: Portland Informational Article Unit |
| Lesson Objectives: Students will draft an introductory paragraph by employing one of the three “lead” variations taught—startling fact, action, or definition. |
| Standards: Common Core, Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| Multicultural Content: |
| Materials and Advanced Preparation: Anchor chart, leads w/mentors handout for students |
| Prior Knowledge and Skills Needed: essay structure, reading and writing introductory paragraphs |
| Key/New Vocabulary: “lead”—first part of an introduction that hooks the reader |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Writers, you have been hard at work developing body paragraphs for your weather and natural disaster essays. Many of you are now ready to begin working on your introductions. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Writers use the introduction to capture a reader’s attention and let the reader know what an essay will be about. Today I am going to talk to you about one way writers organize their introductions in informational essays. * Writers think about their introduction in two parts. The first part, the lead or hook, captures a reader’s attention, makes the reader wonder, and invites the reader to read on. * The second part, the overview, let’s the reader know what supporting ideas will clarify the topic—the main ideas. * Today we are going to focus on the LEAD, the HOOK. * I want to tell you about three kinds of hooks that are common in the kind of essay you are writing. These are a startling fact, action, and definition. * Let’s look at a few examples together (*distribute mentor leads)*. * I want to try using one of these lead strategies for my blizzard essay. * First I’m going to try starting with a startling fact. Remember when I mentioned the blizzard that hit Iran in 1972? Some parts of the country got 10 feet of snow, but other places got 26 feet of snow! I think that is amazing, so I’m going to start with that fact. * “In 1972, one of the most dangerous blizzards ever recorded hit Iran. Snow fell for days. By the end of the week, much of the country was covered in 26 feet of snow!” * I think it’s a good idea to try another. I want to have more than one option…I think I’ll try action, starting in the middle of something happening…Remember the story of the Schoolhouse Blizzard in 1888? I think that’s a compelling story, so I’ll start there…I read one story about a teacher who led her students to safety through the snow by tying a rope to the door of her house across the field… * “The brave students trudged through the falling snow. They held on tight to the rope that would lead them to safety. Ignoring their freezing feet and hands, they walked one.” * Finally, I want to try a definition. What might be important to include in a definition of blizzards? * *Get some responses, write a definition-lead.* | * Active listening | * Active listening * Selected responses |
|  | **3. Have-A-Go (optional)**  Now it’s your turn. Think about a startling fact—or a moment of action that you might use to in your own lead. Turn and talk to a partner. | How will students be actively involved?  By:   * Planning/Partner Talk | * Confer with partners * Hear a few ideas. |
|  | **4. The Link**  Writers, today you will continue working on your weather essays. Use these strategies—using startling facts, action, and definitions, to hook your reader as you write your introduction. | **(Workshop Time)**   * Students will use the three lead types to compose introductory paragraphs * Other students will still be developing body paragraphs | * Conferring |
|  | **5. Closing (at the share)**  Share out some examples from writiers. | * What are students going to share/ respond to? * How many students will share? * How will you determine who shares? | * How will you assess the application of the concept during the workshop time? * How will you communicate to the students what they accomplished today? |
| **Anticipated Responses/Outcomes:**   * What range of responses are you looking for? * What kinds of strategies do you think students will use? * How will stronger and weaker students work through activity? | | | |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

CHart:

Introductions

Lead: hook the reader

Overview: tell the reader what supporting ideas will be clarify the topic

Leads:

Startling fact—share a surprising or exciting fact

Action!—describe an event in progress

Definition—identify and describe your topic

**Mentor Text ---Strong Leads Strategies For Expository Text**

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| **Startling Fact:** An amazing or surprising fact that the reader  may not know. By using a **startling fact** to start a piece, the  writer hopes to make the reader want to learn more. |
| Mentor Text:  “ Saturn is a giant planet, the second largest after Jupiter. If Saturn were hollow, about 750 planet Earths could fit inside. Like Jupiter, Saturn is made up mostly of gases. This makes it very light for its size. If you could find an ocean large enough, Saturn would float on water.”  Saturn by Simon Seymour |

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| **Action! – An event in progress:** Describing an action can pique  the interest of our reader. |
| Mentor Text:  “Sand, mud, and water sometimes bubble up during earthquakes, gushing water and soil like miniature mud volcanoes. These ‘sand boils’ are particularly dangerous to buildings. In places where water is close to the surface sandy layers turn into quick sand, and buildings tilt and tumble.”  Earthquakes by Simon Seymour |

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| **Definition:** Tell it like it is! |
| Mentor Text:  “Frogs and toads are amphibians, which means they can live on land or in water. Frogs and toads have short, round bodies and large heads with bulging eyes. They have no tail, no fur, feathers  or scales.”  Amazing Frogs and Toads, Eyewitness Juniors |